



HIGHFIELDS PRIMARY SCHOOL

SEND Information Report 2025-6

Compliance

This report complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014), and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE February 2013;
- SEND Code of Practice 0-25 (July 2014);
- School SEND Information Report Regulations (2014);
- Statutory Guidance on supporting pupils at school with medical conditions April 2014;
- Safeguarding Policy;
- Accessibility Plan;

What are special educational needs (SEN) or a disability?

At Highfields we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

- Special Educational Needs: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.
- Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England
- Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

We sometimes use the acronym SEND to refer to Special Educational Needs and Disabilities.

Highfields Primary School is a fully inclusive school. Provision is made for children with all needs and the school has successfully supported students with the following special educational needs:

- Specific Learning Difficulties
- Moderate Learning Difficulties
- Severe Learning Difficulties
- Autistic Spectrum Disorder
- ADHD (Attention Deficit and Hyperactivity Disorder)
- Speech, Language and Communication Needs
- Social, Emotional and Mental Health Needs
- Visual Impairments
- Hearing Impairments

Broad areas of need

These are the four areas as outlined in the SEND Code of Practice 2014. They give an overview of the range of needs that the school plans to support. In practice, individual children or young people usually have needs that cut across some or all these areas and their needs may change over time:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical.

In our school, the needs of the whole child will always be considered in this process, as well as the specific issues that have been raised. Other factors that may impact on progress and attainment that are not considered SEND:

- Attendance and punctuality
- Health and welfare
- Speaking English as an additional language
- Being in receipt of a pupil premium grant
- Being a looked after child
- Having previous low attainment

Identification

For some children, SEND can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils. Class teachers will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings. Class teachers then make regular assessment of progress for all pupils, identifying in particular where pupils are making less than expected progress given their age and individual circumstances. Where a pupil's progress is causing concern, this may be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap.
- it can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs.
- if a child is working more than two years behind their chronological age.

Process

- If a pupil is not making expected, or better than expected, progress in spite of receiving good or better whole class teaching, specific interventions will be put in place in order to secure increased rates of progress.
- If a pupil takes part in interventions and does not 'close the gap' with their peers, the SENDCo will meet with the class teacher to determine whether the child meets criteria to be placed on the SEND register.
- If they do meet criteria, parents will be contacted to discuss this
- When this step is taken, an Individual Provision Plan (IPP) will be written which details the additional support a child will have over the next term.
- If this additional intervention does not 'close the gap', inclusion support can be referred to in order to assess the pupil's needs, set action plans and to work with/train staff.

Education, Health and Care Plans (EHCP)

- If the steps above have been followed and there are still concerns about progress, an EHCNA (Education, Health and Care Needs Assessment) may be applied for.
- If all parties agree that an EHC plan is appropriate, the school will gather evidence and submit a request for assessment. This request will then be assessed by the local authority who will give a response within 20 weeks.
- School must have parental consent to apply for an EHCNA.
- When a pupil has an EHC plan, there will be an annual review to decide whether the plan is still relevant to the child's needs.
- Parents are able to make a request for an EHCNA (Education, Health and Care Needs Assessment) themselves through the local authority. This is a legal right that parents have irrespective of school policy.

What should a parent do if they think their child may have special educational needs?

If parents have concerns relating to their child's learning or inclusion then please initially discuss these with your child's teacher. This then may result in a referral to the school

SENDCo whose name is Sian Evans. Parents can contact the SENDCO directly using leadershipteam@highfields.sandwell.sch.uk

Assessment

- The SENDCo will track all pupils on the SEN register on a termly basis and will work with class teachers on target setting.
- Teachers will track pupil progress by the way of formative assessment (insight).
- The SENDCo will also track the impact of all interventions using support staff data sheets ,standardised tests and pupil voice. The frequency of this will be determined by the length of individual interventions.

- If the gap doesn't close, in consultation with parents, the SENDCo will contact outside agencies to assess the pupil's needs.
- If regularly involved, outside agencies will provide a written progress report on at least an annual basis.
- Parents can discuss pupil progress at any time with the class teacher or SENDCo.
- Parents will also be invited to discuss their child's progress and share their IPP three times per year. This is in addition to regularly scheduled whole school parent's evenings.
- If at any point a child needs to join the SEN register, be reviewed or there is a change in circumstances, the SENDCo will liaise with parents.

Removing pupils from the SEND register

In consultation with parents, a child will be considered for removal from the SEND register where he/she has made sustained, good progress that:

- better the previous rate of progress and has sufficiently closed the attainment gap between the child and their peers of the same age; or
- where a child's wider development and/or social needs have improved and progress in the targeted area is considered to be sustained;
- SEN support is no longer required to ensure this progress is sustained.

Support for pupils at school with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to the curriculum and enrichment activities, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some pupils with medical conditions may also have SEND and may have an EHCP, which brings together health and social care needs, as well as their special educational provision where the SEND Code of Practice 2014 is followed. Further information can be found in the supporting pupils with medical needs policy.

School provision for pupils with special educational needs

Highfields' approach to teaching children with special needs is a fully inclusive one. All children, regardless of need, take part in whole class teaching sessions with work differentiated to their level. Some children with EHC plans might find this overwhelming and need a reduction in the amount of whole class time. Some children on the SEND register take part in small group and/or one to one interventions which may take place outside of the classroom. It is the school's intention to utilise its resources in order to close the gap between pupils with SEND and their non-SEND peers.

Highfields adapts the curriculum to suit the needs of all pupils. The school consistently uses a highly personalised approach to the curriculum for those pupils who need it. The school endeavours to provide a learning environment which is conducive to learning.

Highfields provides a wide range of additional support for pupils with SEND. The school invests heavily in providing additional adult support. The amount of support given is variable, dependant on need. The school support staff are highly trained in providing in-class support, verbal and written feedback and high quality

interventions. Their effective support has been a major factor in children with SEND making good progress. The school also regularly purchases a range of resources which support personalised needs.

A number of reasonable adjustments are made so that pupils with SEND can participate in a range of activities amongst their peers and those that do not have SEND. This includes classroom activities, P.E. lessons, educational visits, visitor sessions and special events. There a range of strategies that school consider including resourcing, staffing and preparing pupils.

Supporting Emotional and Social Development

To support the emotional and social development needs of pupils with special educational needs, the school employs a number of strategies. Highfields has a strong PHSE curriculum which is delivered to all pupils alongside assemblies. Highfields behaviour policy is routed in building positive relationships and all school staff have been trained on this.

In addition, the school can arrange sessions with the learning mentor for children with specific emotional and social needs or sessions in our SEMH room 'seedlings'. Members of staff run a number of group or individual sessions with different SEMH foci that are regularly reviewed to meet pupil need. These include interventions such as lego therapy, circle of friends and emotion coaching.

In addition, school work with outside agencies to provide SEMH support. These agencies include; hugglepets, 4-community trust and Reflexions. If in spite of intervention in this area, the pupil is still struggling, the school can refer to the SAT-SEMH (Specialist Advisory Teacher for Social, Emotional and Mental Health) at Inclusion support.

Evaluating effectiveness

The school evaluates its effectiveness of its provision for pupils by rigorously assessing the following areas:

- Standards of whole class teaching (Senior Leaders/governors)
- Standards of written/verbal feedback (Senior Leaders/governors)
- Impact of whole class teaching (Senior Leaders/governors)
- Impact of interventions (SENDCo/Inclusion support)
- Whole school effectiveness in supporting pupils with SEN (Inclusion support/School Improvement Partner/Ofsted/Parent questionnaires)

The school assesses and reviews progress in the following ways:

- Ongoing, formative assessments from the class teacher on a daily basis
- Termly Pupil Provision meetings with class teachers and senior leaders.
- Review of IPPs (three times per year).
- Annual reviews from outside agencies (if the child is involved with outside agencies)
- An annual review meeting with all parties involved with a child who has an EHC Plan.

Examples of specialist agencies that the school works with

- Educational psychologists

- Child and Adolescent Mental Health Services (CAMHS)
- Inclusion Support specialist advisory teachers for learning and SEMH
- Specialist teachers for children with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability
- Speech and language therapists
- Occupational therapists and physiotherapists
- Health and Safety teams
- CCAT-Complex Communication and Autism Team
- Reflexions mental health support workers

In some cases there is a charge for accessing specialist agency support, funding for which will come from the school's SEND budget. School are not able to contribute towards the cost of private assessments. The use of such will be monitored by the SENDCo and Head Teacher. Where pupils are made subject to an Educational Health Care Plan (EHCP), the school will work in close partnership with any specialist agencies as named on the plan to provide support and specialist advice.

SENDCo Contact Details

- Mrs Sian Evans (SENDCo / Assistant Headteacher)
- Tel: 0121 559 1037
- Email: leadershipteam@highfields.sandwell.sch.uk.

Expertise and training of staff working with children with SEN

- All staff, both teaching and support staff, are trained in using formative assessment techniques to accurately pitch lessons in order to secure rapid rates of progress.
- The school employs 16 members of support staff. All members of support staff have LSP2 qualifications or above. All staff are trained in the delivery of quality interventions. They work regularly alongside outside agencies and school staff to implement IPPs for children identified with SEND.
- The SENDCo regularly attends training on current practice and liaises with all outside agencies.

How equipment and facilities to support children with SEN is secured

- The school will provide relevant equipment and facilities to meet the needs of children with SEND.
- The school provides facilities such as disabled toilets, fidget tools and a range of other resources to meet personalised provision.

- On occasions where specialist equipment is required, the school liaises with both families and outside agencies to ascertain what equipment is needed. The equipment is then purchased or borrowed from outside agencies.
- All specialist equipment and facilities are funded through school budget.

Arrangements for consulting parents of children with SEN and involving them in their education

- A termly IPP will be produced for each child and parents will be invited to meet with the class teacher to discuss progress and comment on their IPP.
- Copies of children's IPPs (Individual Provision Plans) will be provided for parents.
- If at any point a parent has a concern, the school will arrange a meeting with either the SENDCo or class teacher and will endeavour to do so within 3 working days of the request.
- The SENDCo will provide copies of all reports written by outside agencies to parents and will be available to discuss the contents of the report.

Arrangements for consulting young people with SEN and involving them in their education

- Children will be offered the opportunity to contribute to their IPP at an appropriate level depending on their age and development. The class teacher will work with the child to capture their views.
- Personalised targets will be discussed with children.

How the governing body involves other bodies in meeting the needs of pupils with SEN and in supporting the families of such pupils

- The SENDCo regularly liaises with the Governing Body to discuss the involvement of other bodies and how families are supported. This information is then discussed at full governing body meetings.
- The governing body ensure that the SENDCo takes responsibility for informing, and discussing with, parents when they feel that either health and social care bodies, local authority support services or voluntary organisations should be involved with their child.
- The governing body provides a SEND link governor, Sophie Lee-Keow who conducts additional monitoring of SEND at least termly.

Transition arrangements for pupils with SEND

- The SENDCo will liase with SENDCos from Secondary schools prior to transition.
- All necessary paperwork will be exchanged between SENDCos prior to transition.
- If appropriate, a personalised, potentially extended, transition process will be put in place to include visits to the child's new school prior to transition. This will be determined by the

receiving school's processes and Highfields will support any recommended extended transition arrangements.

- The SENDCo will liaise with previous settings including nurseries prior to children transitioning to Highfields.
- Any new equipment or adaptations to facilities will be made before the child starts at Highfields.
- Parents will have the opportunity to meet the SENDCo/class teacher prior to their child starting at Highfields.
- Any staffing appointments needing to be made to meet the needs of children will be conducted as soon as possible.

Contact details of parent support services

- Sandwell Inclusion Support: 0845 352 7552
- SENDIASS: 0121 6126 52131
- Young Minds Parents Information Service (for any concerns with children's mental health or emotional well-being): 0800 018 2138
- Sandwell Family Information Service: 0121 569 4911
- Sandwell local offer information can be found at

[Family Information Service Hub | Sandwell SEND Local Offer](#)

Complaints procedure

Sometimes misunderstandings can arise and parents may feel that they wish to register a complaint about the way that their child's Special Educational Needs are being met. The school has a clear complaints procedure which is outlined below:

- The parent/guardian asks to meet with the SENDCO to discuss their concerns
- If they are still not satisfied with the response they have received contact should be made with the Head Teacher. The Head Teacher will either meet with the complainants or arrange a meeting with another member of the Leadership Team.
- If there is still dissatisfaction the complainant should utilise the school complaints policy at an appropriate level.

Arrangements made by the governing body relating to the treatment of complaints from parents with SEN

- If a parent feels that the provision made for their children at the school is inadequate, they should firstly lodge a complaint with the Headteacher.
- If parents feel that the Headteacher has been unable to resolve the issue, they are encouraged to lodge a complaint with the governing body through the chair of the governing body, Mr Christopher Wallace.



- If the parents feel that the governing body have been unable to resolve the issue, they are encouraged to contact Sandwell SEN Department on 0121 569 8493 to discuss the situation.

USEFUL CODES

SEND- Special Educational Needs and Disability

IPP-Individual Provision Plan

CAM-Community Assessment Meeting

EHCP-Education and Health Care plan

SENDCo-Special Educational Needs Coordinator

Other relevant policies:

Accessibility Plan

Behaviour Policy

Pupils with Medical Needs policy